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ABSTRACT

This paper discusses assessing the oral communication skills of non-native speakers of English enrolled in pre-vocational programs at Golden West College (California), presents the locally developed assessment instrument, and discusses multicultural communication intervention strategies educators can use to empower students. The first part of the paper addresses the strengths and weaknesses of the Speaking Proficiency English Assessment Kit (SPEAK) and then discuses the construction of the ACCESS test (Assessment of Communication Competency and English Speaking Skills), which focuses on criterion-referenced vocation-specific speaking, listening, and critical thinking skills. The paper presents data from multiple administrations of both measures, concluding that the measures provide the resources with which the quantity and quality of collaborative interactions among persons of differing cultural backgrounds may be assessed, practiced, implemented, and equitably evaluated. The second part of the paper presents the ACCESS test in its entirety. The third part of the paper discusses the Multicultural Communication Competency Intervention Feedback model, that can be used to facilitate the acquisition of multicultural communication competency skills and English as a second language skills simultaneously. Four tables and four figures of data are included. (RS)

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SCA Short Course #6

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Multicultural Communication: Assessing, Facilitating, and Evaluating Competency-Based Oral Interactions

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Part I:Development of the ACCESS Test

Test Origination:Using the SPEAK Test

As part of Golden West College's 1989-1990 Vocational English As A Second Language Project, a committee was assigned the task of evaluating the spoken English proficiency of non-native speakers of English enrolled in the pre-nursing, cosmetology, automotive-body, and pre-police academy programs. The Speaking Proficiency English Assessment Kit (SPEAK), a product of the Test of English as a Foreign Language program and distributed by the Educational Testing Service, was administered to all students in its entirety. The instrument consists of a test booklet with stimulus materials and pre-recorded oral instructions asking the students to respond to several tasks and questions. The tape recording is twenty minutes long and takes even longer to listen to in order to rate the responses accurately. The committee felt it was not cost effective for the project speech consultant to evaluate 3 tests in one hour when it might be possible to evaluate 30 tests in two hours with a shorter test. Furthermore, the committee agreed with studies indicating that the Speak test is not effective in discriminating competency because it only measures the ability to produce certain linguistic features, rather than focusing on oral communication competency skills (R.G.Powell, 1990).

Since the committee's goal was to discover English language strengths and weaknesses of non-native speakers of English in order to place them in existing ESL speech, reading and writing classes and/or develop new courses and curriculum so they would succeed in the mainstream vocational programs, only the first section of the test was evaluated. The responses were scored on a pass/fail scale in the areas of pronunciation, vocabulary, and interpersonal communication skills based on the committee's definition of appropriateness to the immediate vocational context. Students were counseled to enroll in one or more of the following classes, depending on the rater's observations: Speech 020, Pronunciation Skills; Speech 025, Speaking and Listening Skills; Speech 005, Vocational Success Communication Skills; Intermediate

English II; Advanced English I and II; and/or English 025, Reading and Vocabulary.

Two of the committee members designed 13 competency based, criterion referenced vocational communication interaction lessons and taught 4 sections of Speech 005. Instructors in the program content courses (pre-nursing, auto body, cosmetology and pre-police academy) reported satisfaction with the progress made by students enrolled in Speech 005.

Test Origination:Using the ACCESS F'91Test + Student At-Risk Criteria

In an effort to follow through with the concept of providing pre-vocational programs for non-native speakers of English, Golden West College proposed, designed, implemented and evaluated Project AERO (Advancement of Ethnic Representation and Opportunity). Since the major purpose of the Project was to emphasize receptive and expressive oral communication reading, writing and understanding of cultural differences faced in public service in a diverse society (K.A. Crown, 1990), the team was made up of an Assistant Dean of the Criminal Justice Training Center at Golden West College, two Professors of English and ESL, an Instructor of Sociology and an Instructor of Vocational/Intercultural Speech Communication. Assisting with the team's charge to develop a Project AERO Evaluation Plan was Dr. Steven Isonio, Matriculation Research and Assessment Advisor. After searching for a cultural biased-free, criterion-referenced oral communication measurement instrument , without success, Dr. Isonio advised the team to develop a "home grown" or instructor-initiated speech communication assessment instrument. The instrument was to determine, "The skill level that they are brought into the program at so curriculum can be designed for them to succeed, rather than to serve as a means of screening them out," (J. Valles, 1991).

Discussion of Table 1 and 2

Given this charge, the ACCESS test (Assessment of Communication Competency and English Speaking Skills) was constructed along the lines of the aforementioned SPEAK test, but focused on criterion-referenced vocation specific speaking, listening and critical thinking skills. In addition to meeting the needs of non-native speakers of English, the team recommended the inclusion of issues and concerns affecting accountability and assessment of students at-risk which were identified by the Committee on Implications Regarding Accountability/Assessment And The Student At-Risk during a working session of the Speech Communication Association Summer Conference,"Speech Communication Professionals and At-Risk Students," held at Golden West College, July 10-14, 1991. Members of the committee addressing this task were Randy Duncan, Liz Faries, Norma Flores and Sherwyn Morreale. Dr. Morreale contributed her extensive background in the speech evaluation process and as an active member of the SCA's task force of the Committee on Assessment and Testing that developed,"The Competent Speaker", a communication-competency based speech evaluation form and manual (Morreale, et al, 1990).

Therefore, the ACCESS was revised by adhering to the committee's recommendations regarding the following two issues. Table 1 addresses the issue of psychometric and other methods of assessment for at-risk students and its attendant teacher implications. Table 2 addresses the issue of accountability and assessment of at-risk students and its attendant teacher implications.

Table 1

Issue #3: What should be considered in terms of adequate psychometric testing and other methods of assessment? (Morreale, et. al, 1991)

Often methods of assessment are selected because of their availability, cost, collective popularity, or ease of application, rather than because of their goodness-of-fit to the particular student population. Design of an assessment program for the student at-risk should consider selection of assessment approaches and methods more specifically appropriate to that particular population.

TEACHER IMPLICATIONS INCLUDE:

1. The teacher should realize that there is no one best method for diagnosing, assessing, and/or testing the student at-risk.

2. The teacher should consider a wide variety of assessment strategies and methods, that may be more appropriate for the particular student population, including qualitative and quantitative approaches and models of assessment.

3. The teacher should consider alternative methods of assessment that would be less biased against the student at-risk population. Such assessment might include: preparation of student portfolios; creative projects; journals; videotaping and role-playing sessions characterized by information sharing and feedback such that the student would know results and know the situational implications of those results.

4. The teacher should consider the use of shared assessment methods that support self-directed learning on the part of the student.

5. The teacher should be sure that any selected assessment strategy or methodology meet appropriate standards and tests for reliability, validity, or other means of evaluation.

Table 2

Issue #4: What should be considered in implementing appropriate accountability and assessment procedures for the student at-risk? (Morreale, et. al, 1991)

Accountability and assessment procedures often ignore cultural differences and diversity resulting in an inequitable situation for the student at-risk. The use of such inappropriate procedures can result in failure to achieve the objectives and desired outcomes for the students at-risk and inaccurate assessment of these students, their achievements and progress.

TEACHER IMPLICATIONS INCLUDE:

1. The teacher should design and develop clear, competency-based objectives that are free of bias and consider the cultural variations and diversity of their particular population.

2. The teacher should relate standards and criteria clearly to the objectives of the particular student.

3. The method of assessment selected should relate clearly to the objectives, standards and criteria, and be criterion-referenced as opposed to norm-referenced.

4. The teacher should participate responsibly in reporting and tracking procedures such as monitoring, data collection, and follow-up.

5. The teacher should use assessment methods that are non-threatening, not culturally biased, and do not label the particular student as a failure.

6. The teacher should, when possible, involve the student in planning and implementing the assessment process. That involvement should create a sense of student/teacher mutual ownership of a shared assessment process.

Based on these recommendations, I started work on an evaluation form reflecting a range of oral English proficiency and communication competency skills specifically appropriate to the at-risk population which has been identified as being at-risk of failing to achieve or of dropping out of school because of the following factors, " being members of a single parent family, having an annual income of less than $15,000, being home alone more than 3 hours a day, coming from parents who have no high school diploma, having a sibling who dropped out, and having limited-English proficiency (National Center for Education Statistics,1990).

In terms of equitability, three additional at-risk factors were suggested in the paper, Communication Apprehension and Self-Perceived Communication Competence of At-Risk Students(James C. McCroskey et al.,1991). The first is the students' geographic background such as coming from over-crowded, stress producing living conditions. The second is racial and ethnicity differences. The National Center for Education Statistics (1990a, p.vi) has reported that the annual dropout rate for African-Americans and Hispanics were greater than for white students. The third is the concept of becoming aware of a critical period for minimizing at-risk factors. This should be done by using accountable assessment, matriculation, evaluating and tracking procedures that relate standards and criteria clearly to the objectives of the at-risk students and are criterion-referenced as opposed to norm-referenced.

The evaluation form is grounded on my review of the following oral assessment literature: Developing Communication Competence in Children (Allen and Brown, 1976), Assessing Oral Communication in Adult Program English as a Second Language Classes (Ilyn, 1976), Development of Functional Communication Competencies:Grades 7-12, (Wood, 1977), A Competency-Based Speech Communication Unit for Speech and/or Language Arts Teachers (Cato, 1977), The Basics in Speaking and Listening for High School Graduates:What Should be Assessed? (Bassett, Whittington and Staton-Spicer, 1978), Pilot Study of Assumptions Related to Bilingual Program Exit Criteria (California State Department of Education, 1978) Continua and

Entry-Exit Criteria (Nadeau and Calderon, 1979), Recommendations for Assessing Speaking and Listening Skills (Backlund,Brown, Gurry and Jandt, 1982) Assessing Speaking and Listening Competence at the College Level (Rubin, 1982), Listening and Speaking Skills Assessment (Mead, 1986), Communication Competence:Measures of Perceived Effectiveness (Spitzberg, 1988), Effective Language Arts Programs for Chapter 1 and Migrant Education Students, (California State Department of Education, 1989), Oral Communication Competency Guidelines Developed By State Departments Of Education (SCA, 1990), Statement On The Role Of Multi-Cultural Speech Education In California (CSCA, 1990), Measuring Minimal Proficiency in Spoken English (Powell, 1990), "The Competent Speaker":Development of a Communication-Competency Based Speech Evaluation Form and Manual, (Morreale, 1990).

In terms of construct validity , internal consistency and inter-rater reliability, it should be noted that the English proficiencies and communication competencies, and more specifically the multicultural at-risk student standards/criteria for their assessment, are in a pilot stage of development and testing. The Golden West College Project AERO team of consultants plans to evaluate the pilot program's results, then revise components and methods, based on their pragmatic and pedagogical value to the program's objective of assisting underrepresented students. During this program validation process, the ACCESS construct, content and criteria will also be revised to mirror the learning styles and needs of the at-risk, multicultural student population

Test Origination:ACCESS F'92 Test + Multicultural Student At-Risk Criteria

In order to modify the assessment instrument, curriculum, teaching methods and program procedures before the Fall 1992 Golden West College Police Academy's Project AERO students participate in the program's validating process, the differences between three test constructs and test contents were compared on table 3.

Discussion of Table 3

Table 3 presents the following information: The name of the SPEAK Test proficieny or the ACCESS Test competency, a brief description of each of the 3 SPEAK proficiencies and 7 ACCESS Test competencies analyzed, 3 percentage ranges of student responses meeting SPEAK Test proficiencies and 7 percentage ranges of student responses meeting ACCESS Fall 1992 rating criteria, and test construct differences (i.e, the number of students tested, linguistic and/or cultural diversity, test content and, response time allotted).

Table 3 also contains a blank section in which the data obtained from the ACCESS Fall 1992 test, by using the ACCESS Fall 1992 evaluation form, to test 30 Project AERO Police Academy students in August, 1992, will be recorded. The purpose of the test will be to discover students' strengths and weaknesses in their ability to cope with the oral communication situations that police officers encounter in culturally diverse communities.

Non-Native Speakers of English Test Results

Responses gathered from 1 three-part question asked in section 6 of the SPEAK test were evaluated by using the SPEAK Rating Key (i.e, on the scale of 0-1-2-3) on comprehesibility, pronunciation, and fluency of 12 non-native speakers of English. The first question soliciting a free response, was to describe a perfect meal. The second question was to describe a bicycle. The third question asked the speaker's opinion about the problem of hunger in the world and what should be done about it. Two minutes and thirty seconds were allotted for the 3 responses.

Table 3

English Speaking and Communication Competence Assessment Differences by Test Construct and Content

Competency/Rating	SPEAK Test, Sec. 6 & SPEAK Scores 0 - 1 - 1.5 - 2 - 2.5 - 3	SPEAK Test, Sec. 6 & ACCESS F'92 Ratings 0 - 1 - 2 - 3 - 4 - 5	ACCESS F'91, Sec. One & ACCESS F'92 Ratings 0 - 1 - 2 - 3 - 4 - 5	ACCESS F'92, 3 Interaction & ACCESS F'92 Ratings 0 - 1 - 2 - 3 - 4 - 5
One: Purpose/Focus		.05 .14 .30 .12 .27 .12	.00 .03 .22 .33 .17 .25	
Two: Organization		.17 .08 .22 .28 .17 .08	.00 .25 .25 .28 .08 .14	
Three: Examples	.08 .14 .11 .17 .28 .22 (SPEAK Comprehensibility Scores)	.08 .11 .11 .22 .28 .20	.00 .00 .05 .25 .31 .39	
Four: Vocabulary/Grammar		.08 .06 .30 .37 .11 .08	.00 .03 .28 .41 .14 .14	
Five: Pronunciation/Emphasis	.05 .13 .30 .33 .19 .00 (SPEAK Pronunciation Scores)	.05 .14 .27 .37 .17 .00	.00 .05 .05 .31 .17 .42	
Six: Nonverbal Congruency		.08 .08 .17 .17 .14 .36	.00 .05 .00 .20 .44 .31	
Seven: Use of Time Alloted	.20 .22 .22 .25 .11 .00 (SPEAK Fluency Scores)	.20 .22 .19 .28 .11 .00	.08 .22 .25 .20 .17 .08	
	12 Non-Native Speakers of English 1 Three-Part Question & Answer 36 Responses Rated on a 0-3 Scale 3 Spoken English Proficiencies 2 Min. 30 Sec. Time Allotted	12 Non-Native Speakers of English 1 Three-Part Question & Answer 36 Responses Rated on a 0-5 Scale 7 Oral Communication Competencies 2 Min. 30 Sec. Time Allotted	12 Non-Native Speakers of English and/or Bicultural Communicators 3 Two-Part Questions & Answers 36 Responses Rated on a 0-5 Scale 7 Oral Communication Competencies 4 Min. 30 Sec. Time Allotted	30 Non-Native Speakers of English and/or Monocultural and Bicultural At-Risk Communicators 3 Job Interview Interactions 90 Responses Rated on a 5-0 Scale 7 Multicultural Communication Competencies 5 Minutes Time Allotted

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Responses to the SPEAK Test, section 6 were evaluated a second time by using the ACCESS Fall 1992 multicultural communication criteria and evaluation form shown in Appendices A and B. The ratings ranged from 0 -5 as follows:

+5=Effective:5 behaviors demonstrated per subcompetency

+4=Proficient:4 communication behaviors demonstrated per subcompetency

+3=Functional:3 communication behaviors demonstrated per subcompetency

+2=At-Risk:2 communication behaviors demonstrated per subcompetency

+1=Restricted:1 or 0 communication behaviors demonstrated per subcompetency.

As can be seen in table 3, the SPEAK Test, Section 6 and Speak Score method of assessment is based on 3 encoding components (i.e., pronunciation ,fluency and comprehensibility of symbols selected according to the speaker's ability to adapt to the receiver's code) and can be said to be of some value in determining whether a person speaks English intelligibly. In terms of fluency, approximately 20% of the students' responses , 7 out of 36, demonstrated "Speech so halting and fragmentary or had such a nonnative flow that intelligibility was virtually impossible," (SPEAK Scoring Key, 1982). Also, 22% of the responses, 8 out of 36, were at the "1" and another 22% at the 1.5 level of proficiency that showed, "Numerous nonnative pauses and/or a nonnative flow that interferes with intelligibility,"(SPEAK Scoring Key, 1982). Only 25%, 9 out of 36 responses, scored at a level that were interpreted by the SPEAK Scoring Key as having, "Some nonnative pauses that do not interfere with intelligibility," and 0% scored at a level that, "Speech is smooth and effortless, closely approximating that of a native speaker."

SPEAK Test ,Section 6 and ACCESS Fall 1992 Evaluation

The scores obtained through use of the ACCESS Fall 1992 evaluation form , while rating the same group of examinees tested with the SPEAK Test, section 6 indicate that there was no significant difference in the range of scores for fluency, if fluency is rated on a norm-

referenced scale. If fluency is measured on a norm-referenced scale, the problem confronting test administrators is that of determining the worth of the test results in particular situations. The worth of test results lies in their appropriate interpretation and in their goodness-of-fit in the assistance which such interpretation lends to furthering the communication competence of the at-risk student. The SPEAK Test's scoring standard, as such, has no value for the purposes of assessing the needs of at-risk students to use speech communication to be understood and to understand others in a culturally diverse society.

While on the surface the SPEAK Test scores obtained with the ACCESS F'92 ratings show that 61%, 22 out of 36 responses, failed to demonstrate an ability to use the time allotted at a level meeting or exceeding the functional criteria and 24 out of 36 responses on the SPEAK rating scale for fluency responded non-proficiently 66% of the time, actually it only means that what is being sampled is phenomenalogically observable behaviors or lack of those behaviors that can be used as anchors in criterion-referenced curriculum design, implementation, feedback, and evaluation in which program administrators, teachers and students can participate equally and simultaneously. By observing a wider range of speech communication variables beyond the limited linguistic features the SPEAK test focuses on, speech teachers will more adequately include quantitative approaches to assessment that lead to self-directed learning on the part of the student and be prepared to participate responsibly in reporting and tracking procedures.

Non-Native Speakers of English and/or Bicultural Communicators Test Results

Next, the ACCESS test, Section One consisting of 3 two part questions asking 12 non-native speakers of English and/or bicultural communicators to describe their personal background, was analyzed by gathering responses to the following questions:

Q:1a "If you were looking for a job, what type of work would you say you are interested in?"

Q:1b "How did you get interested in that type of work?"

Q:2a "What kind of experience have you had with that type of work?"

Q:2b "What can you say to let someone know that you are the right one for the job?"

Q:3a "What are the most important things you hope to be doing five years from now?"

Q:3b "Imagine that you are going to receive an award for doing something great. What did you do to receive the award?"

Students were allotted four minutes and thirty seconds to respond to the questions. They were also evaluated according to the 7 multicultural communication competencies and their attendant standards/criteria listed in Appendices A and B (ACCESS:Assessment of Communication Competency and English Speaking Skills Evaluation Form), that the SPEAK Test examinees were evaluated with. The differences were in the way the test was constructed to test oral communication and pronunciation competency as opposed to linguistic proficiency.

In evaluating 12 non-native and/or bicultural communicators' responses, an analysis of 3 tests' comprehensibility factor was conducted by comparing the scores obtained from the SPEAK Test samples on comprehensibility with the scores obtained from the ACCESS test samples on Competency Three:Examples (Figures 1-3 & Appendix A), ACCESS:Assessment of Communication Competency and English Speaking Skills:Seven Multicultural Speaking Competencies and Standard/Criteria for Evaluation. The criterion for Competency Three is that the speaker must provide specific examples appropriate to the immediate context by (a) using behavioral description (b) describing conditions (c) defining technical terms (d) using perception checking and (e) expressing a personal opinion about the conditions. If all five skills are demonstrated, the student is rated at 5 (Effective). If there is no response or only one of the skills is demonstrated, the student is rated at the 0 or 1 level (Restricted).

As can be seen in Table 3, 30%, 11 out of 36, responses of non-native speakers of English tested with the SPEAK content for comprehensibility (1 three-part question x 2 minutes and 30 seconds to respond comprehensibly) failed to demonstrate an ability to to speak compre-

hensibly at a level meeting the SPEAK proficiency rating and 70%, 25 out of 36 responses, failed to demonstrate the ability to provide specific examples at a level meeting or exceeding the ACCESS functional criteria.

Micro-Linguistic Bias in Definition of Comprehensibility Identified

The difference between the SPEAK test content and the ACCESS Fall 1991, Section One content (3 two part questions x4 minutes and 30 seconds to respond competently at a level meeting or exceeding the functional criteria)can be seen in the the scores obtained by using the ACCESS Fall 1992 Ratings to evaluate the ACCESS Fall 1991 examinees. Only 5%, 2 out of 36, of the non-native speakers of English and/or bicultural communicators failed to demonstrate an ability to give specific examples related to the context at a level meeting or exceeding ACCESS functional criteria and 95%, 34 out of 36, met the functional criteria. The 25% difference between those receiving scores below the functional level of communication comprehensibility on the SPEAK and the ACCESS tests represents a cultural bias based on the micro-linguistic argument that incomprehensible non-native speakers of English lack the capacity to transcend linguistic barriers encountered in the macro-linguistic (rhetorical) process. Furthermore, it implies that being a non-native speaker of English and/or bicultural communicator is a negative rather than positive factor contributing to the measurement of communication competence. If we follow this line of thought, we would use the test results to screen at-risk non-native speakers of English/and or bicultural communicators out of the very programs designed to assist them, thus ignoring the concept of goodness-of-fit that makes tests equitable.

An additional test of the ACCESS instrument's ability to diagnose non-native speakers of English and bicultural at-risk communicators' competency skills, is shown in Table 4, Pre- and Post Multicultural Communication Competence Assessment Differences by ACCESS Test Construct and Content.

Discussion of Table 4

The data gleaned from the ACCESS Fall 1991 Pre-Test, using the ACCESS Fall 1992 Ratings was compared to the the ACCESS Fall 1991 Post-Test results also using the ACCESS Fall 1992 Ratings. Since the driving force behind the development of the ACCESS test was to empower non-native speakers of English and bicultural communicators with the multicultural communication skills necessary to function in a diverse society, the Project AERO Pilot Program validation committee met to (1) facilitate an unbiased awareness of the students entering level of communication competence, (2) provide project participants with a point of reference from which to measure students achievements, and (3) provide project participants with an opportunity to redefine program procedures and course objectives.

The purpose of Table 4 is twofold:(1) to validate the concept of competency-based instruction by showing significant gain in learning; (2), to assure goodness-of-fit to the purpose of instruction (i.e., to enhance at-risk students' chances of graduating from the Police Academy, getting hired by a police agency and using receptive and expressive oral communication in order to understand and be understood in spite of cultural differences faced in public service in a diverse society). After 18 weeks of competency-based interpersonal/public speaking/ intercultural communication instruction during which 18 pre-police academy bicultural and/ or ESL students were involved in: (1) role-playing interactions by giving each other feedback, (2) public speaking situations by videotaping each other and giving each other feedback and, (3)problem-solving group communication interactions by conducting mock police job interviews and many Project AERO program student-advocacy feedback meetings; 12 students elected to take the optional ACCESS Fall 1991 post-test (six students decided not to retest because, "We don't want to follow-through, if the program director isn't going to follow-through."

Table 4

Pre-and Post Multicultural Communication Competence Assessment Differences by ACCESS Test Construct and Content

	ACCESS F'91 Sec., One and F'92 Ratings						ACCESS F'92, 3 Interactions and F'92 Ratings				
	Pre-Test		Post-Test		Gain		Pre-Test		Post-Test		Gain
Competency/Criteria	f	%	f	%		%	f	%	f	%	%
One: Purpose/Focus	27	.75	34	.94	plus	.19					
Two: Organization	18	.50	29	.80	plus	.30					
Three: Examples	34	.94	36	100	plus	.06					
Four: Vocabulary/Grammar	25	.69	32	.89	plus	.20					
Five: Pronunciation/Emphasis	32	.89	36	100	plus	.11					
Six: Nonverbal Congruency	34	.94	33	.92	minus	.02					
Seven: Use of Time Alloted	16	.44	33	.92	plus	.48					

*12 Non-Native Speakers of English and/or Bicultural Communicators; 3 Two Part Questions and Answers; 36 Responses Rated as Follows:
105-95=Effective (plus 5)
94-84=Proficient (plus4)
83-73=Functional (plus 3)
72-60=At-Risk (plus 2)
59-0=Restricted (plus1 or 0)

*30 Non-Native Speakers of English and/or Monocultural and Bicultural At-Risk Communicators; 3 Job Interview Interactions; 90 Responses Rated as Follows:
105-95=Effective (plus 5)
94-84=Proficient (plus 4)
83-73=Functional (plus 3)
72-60=At-Risk (plus2)
59-0=Restricted (plus 1 or 0)

As can be seen in Table 4, the pre-test and post-test consisted of seven communication competencies reflecting the curriculum's objectives. These included competency in (1) the speaker's ability to state a purpose and focus of an interaction, (2) the speaker's ability to discuss information in an organized manner, (3) the speaker's ability to give specific examples as related to the context, (4) the speaker's ability to use grammar and vocabulary in an accurate and precise manner, (5) the speaker's ability to use pronunciation and emphasis in a meaningful manner, (6) the speakers ability to use nonverbal congruency to reinforce a value, and (7) the speaker's ability to efficiently use the time allotted for an interaction.

Table 4 presents the following information: the number of the competency being assessed, a brief description of each competency, frequency of student pre-assessment and post-assessment responses meeting the ACCESS Fall 1992 Rating Criteria, percentage of pre-assessment and post-assessment response frequencies meeting the rating criteria, and percentage of gain following the course of instruction (i.e., the difference obtained between the pre-and post-assessment).

Table 4 also contains a blank section in which the data obtained from the ACCESS Fall 1992 test by using the ACCESS Fall 1992 evaluation form, to test 30 Project AERO Police Academy students in August, 1992 and again in December 1992, will be recorded in order to correlate competency-based communication instruction with "multiculturally at-risk" police academy instruction gains in order to validate the pilot program's construct , content and approaches to Project AERO instruction.

Non-Native + Bicultural + Multicultural Test Results

In reference to the first competency on Table 4, it can be seen that students' pre-assessment scores indicated that 75% of their responses, 27 out of 36 (12 students x 3 interactions), demonstrated an ability to state a purpose and focus of an interaction at a level meeting or

exceeding the functional criteria. Their post-assessment ratings show that 94% of the students responses, 34 out of 36, demonstrated the ability to state a purpose and focus of an interaction at a level meeting or exceeding the functional criteria. This resulted in a 19% gain in student competence in Competency One:Purpose/Focus.

In evaluating their ability to discuss information in an organized manner, the second competency listed in Table 4, the students' pre-assessment scores show that 50% of their responses, 18 out of 36, demonstrated the ability to discuss information in an interaction at a level meeting or exceeding the functional criteria. Their post-assessment ratings show that 80% of the students responses, 29 out of 36, demonstrated the ability to discuss information in an organized manner at a level meeting or exceeding the functional criteria. This resulted in a 30% gain in Competency Two:Organization.

Regarding the third competency, the students' ability to give specific examples as related to the context, their pre-assessment scores illustrate that 94%, 34 out of 36, demonstrated an ability to give specific examples as related to the context at a level meeting or exceeding the functional criteria. Their post-assessment ratings document that 100% of the non-native speakers of English and/or bicultural communicators, 36 out of 36 responses, demonstrated the ability to give specific examples as related to the context at a level meeting or exceeding the functional criteria. This resulted in a gain of 6% which may seem insignificant at face value, but in actuality, it mirrors a real life condition proving this researcher's theory that bilingual and/or bicultural speakers are high cultural context communicators and that their extensive fields of reference facilitates their ability to adapt to the receiver's field of reference more competently than monolingual and/or monocultural speakers who are low cultural context communicators.

In terms of their ability to use grammar and vocabulary in an accurate and precise manner, the fourth competency listed in Table 4, their pre-assessment scores indicate that 69%,

25 out of 36, demonstrated this ability at a level meeting or exceeding the functional criteria. Their post-assessment ratings indicate that 89%, 32 out of 36, demonstrated their ability to use grammar and vocabulary in an accurate and precise manner at a level meeting or exceeding the functional criteria. This yielded a 20% gain in Competency Four:Vocabulary/Grammar.

Another competency the students were evaluated on was their ability to use pronunciation and emphasis in a meaningful manner, the fifth competency. Their pre-assessment scores prove that 89%, 32 out of 36, demonstrated this ability at a level meeting or exceeding the functional criteria. Their post-assessment ratings positively substantiate this researcher's claim that non-native speakers of English and/or bicultural communicators have the ability to transcend linguistic and cultural barriers through the use of multicultural communication strategies, since 100%, 36 out of 36 of their responses, demonstrated the ability to use pronunciation and emphasis in a meaningful manner at a level meeting or exceeding the functional criteria. This produced an 11% gain in Competency Five:Pronunciation/Emphasis, further corroborating the author's contention that the bilingual and/or bicultural students' perceived weakness (a lack of norm-referenced micro-linguistic proficiency skills) may well be one of their unique macro-linguistic (rhetorical) strengths and the essence of their cultural diversity.

Macro-Linguistic (Rhetorical) Bias Embedded in Nonverbal Congruency

Concerning the sixth competency, their ability to use nonverbal congruency to reinforce a value, their pre-assessment scores illustrate that 94%, 34 out of 36, demonstrated an ability to use nonverbal congruency to reinforce a value at a level meeting or exceeding the functional criteria. Their post-assessment ratings reveal that 92% of the non-native speakers of English and or/bilingual-bicultural communicators responses, 33 out of 36, demonstrated the ability to use nonverbal congruency to reinforce their value (regarding the futility of documenting responses for the purposes of, "making the irresponsible AERO Program Director look good,")

at the level meeting or exceeding the functional criteria. This established a loss of 2%, which may seem unimportant at face value, but in reality, it reflects a world view misunderstanding dimension to the nonverbal variable of the multicultural communication process. To be more specific, students demonstrated the following distractive verbal and nonverbal (observable and competency-based)behaviors to perpetuate their value that Project AERO should be student-centered and not institution-centered:(a)adjusting their microphones (b)tapping the equipment (c) chewing and popping gum (d) sighing (e) humming (f) giggling and laughing (g) grunting (h)using sarcastic or "rap" intonation patterns and (i) using inappropriate swear words. In other words, they were showing their disrespect as a sign of protest to their perception that the program's administrator hadn't done all he could do for them. Yet, they were expected to give 100% percent of their efforts. One of the program's students, a Mexican-Indian, stated " the basis of ethics is to accept your responsibilities, people who do that deserve to be respected." (Nunez, 1991). Nonverbal congruency was used as a strategy to communicate disappointment.

Regarding the seventh competency in Table 4, their ability to efficiently use time allotted for an interaction, their pre-assessment scores show that 44%, 16 out of 36, demonstrated this ability at the level meeting or exceeding the functional criteria. Their post-assessment ratings indicate that 92% of the non-native speakers of English and/or bilingual-bicultural communicators' responses, 33 out of 36, demonstrated the ability to efficiently use the time allotted for an interaction in order to provide pertinent responses and perpetuate a sense of being in balance across speaker's and listener's time frames of reference, at the level meeting or exceeding the functional criteria. This provided a gain of 48% which must be critically analyzed because it expands the speech field's concept of the use of time as a separate variable of the multicultural communication process not to be subsumed within the general dimension of nonverbal communication. The substantial gain of 48% reinforces this researcher's theory that bilingual and/or bicultural speakers' ability to adapt to the receiver's field of reference,

while preserving their own world view values, simultaneously, proves them to be competent multicultural communicators.

Multicultural Communication, ACCESS, and Speech Educators

The implication for speech communication professionals is that the multicultural dimensions of the variables contained within the dynamic process of human communication:(a) Competency Three:Examples, (b) Competency Five:Pronunciation/Emphasis, (c) Competency Six:Nonverbal Congruency, and (d) Competency Seven:Use of Time Allotted; provide the resources with which the quantity and quality of collaborative interactions among persons of differing cultural backgrounds may now be assessed, practiced, implemented and equitably evaluated. This seems to be the essence of behaviorally- operationalized, criterion-referenced, competency-based communication instruction and the Project AERO team of consultants at Golden West College has decided to use it to validate this Fall 1992 Semester's pilot program in anticipation of using it as a standard measure of competency, "across the board," which means that in order to avoid cultural bias, both low cultural context and high cultural context communicators will be tested.

The underlying challenge that must be met by speech communication educators is an immediate recognition of the need to provide multicultural classroom experiences for the public education system that is becoming aware of the desparate social and economic gap facing our unstable society today.

Speech educators must bring the nation's African-American, Hispanic, immigrant, speakers of English as a second language and other culturally diverse students into the mainstream of our American system. We must provide speech instructors with multicultural speaking and listening skills assessment measures, curriculum designs, multicultural classroom interaction facilitation processes and collaborative, competency-based communication methods.

ACCESS

Assessment of Communication Competency and English Speaking Skills

An Oral Measurement of
Multicultural Levels of Speaking and Listening Competencies
Developed and Pilot Tested by Norma Landa Flores
Speech Communication Department
Golden West College
15744 Golden West Street, Huntington Beach CA. 92647

Revised July 14, 1992

ACCESS Test:Examinee's Copy

General Directions

The purpose of this test is to measure your multicultural and English speaking and listening skills in order to (a) determine if you will benefit from instruction in programs designed for specific educational goals, (b) certify and recommend your readiness for entry into and exit from various levels of speech communication courses, (c) plan instructional strategies adapted to your specific learning style and (d) evaluate the effectiveness of speech communication instructional programs.

The test supervisor will ask you to follow this process in taking the test:

1. Find a listening station with a tape cassette, pencil and Examinee's ACCESS Test Booklet.

2. Write your last name, first name and student identification number on the side of the tape cassette labeled with an "A".

3. Place the tape cassette in the tape recorder. The test supervisor will check your equipment for you. Don't adjust anything on your own.

4. When all listening stations are "on", the test supervisor will ask you to put on your headset. Make sure the microphone is close to your mouth so that your answers will be clearly heard.

5. Next, listen to the directions and questions on the tape cassette. The voice on the tape will interact with you in a hypothetical job interview. Imagine that you are the interviewee and you are trying to demonstrate your job and communication skills to the interviewer.

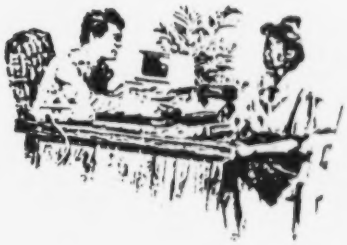
6. Your tape recorder should now be running and recording, Do not stop your tape recorder at any time during the test. If you have a problem with the equipment, notify the test supervisor immediately. Now, please refer to your ACCESS Test Booklet, page 2.

Go On To The Next Page (1st Job Interview Situation)

ACCESS 1st Job Interview Situation

Directions: Look at the situations on this page.

1



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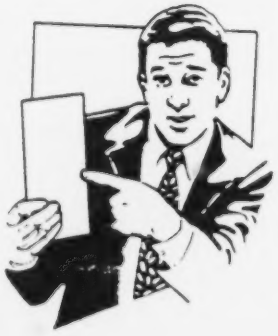
3

4



5

6

Question: Tell me which one of the pictures best represents how you feel when you have to interact in an interview...Why do you feel like that?

Answer: (Speak directly into the microphone. You have 30 seconds to answer the questions)

Questions: Now, answer these questions:

What job would you apply for and how did you get interested in that kind of work?

Answers: (Speak directly into the microphone. You have 1 minute to answer the questions)

Go On To The Next Page (2nd Job Interview Situation)

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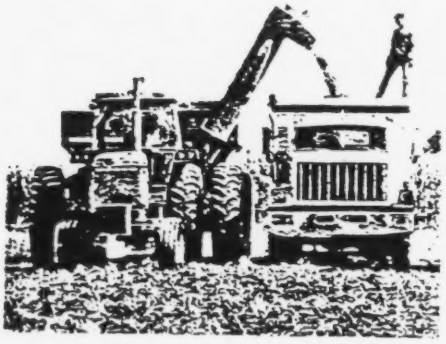
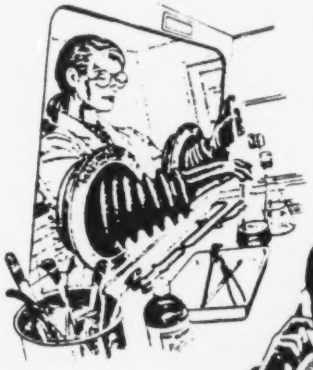
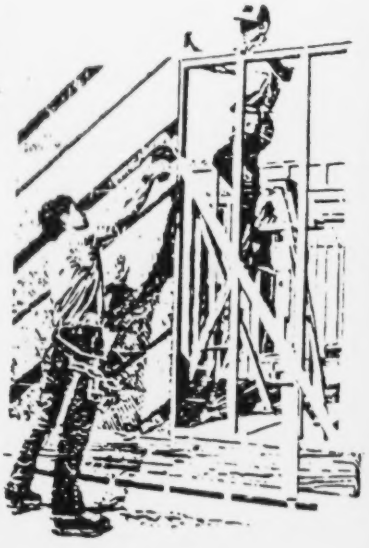
ACCESS 2nd Job Interview Situation

Directions: Look at the situations on this page. Notice the various processes people use to solve their problems when they're doing their jobs.







Questions: Now, answer these questions

How would you describe a problem that might happen when you would be doing the type of job you might be applying for?...What process would you use to solve the problem?

Answers: (Speak directly into the microphone. You have 2 minutes to answer the questions)

Go On To The Next Page (3rd Job Interview Situation)

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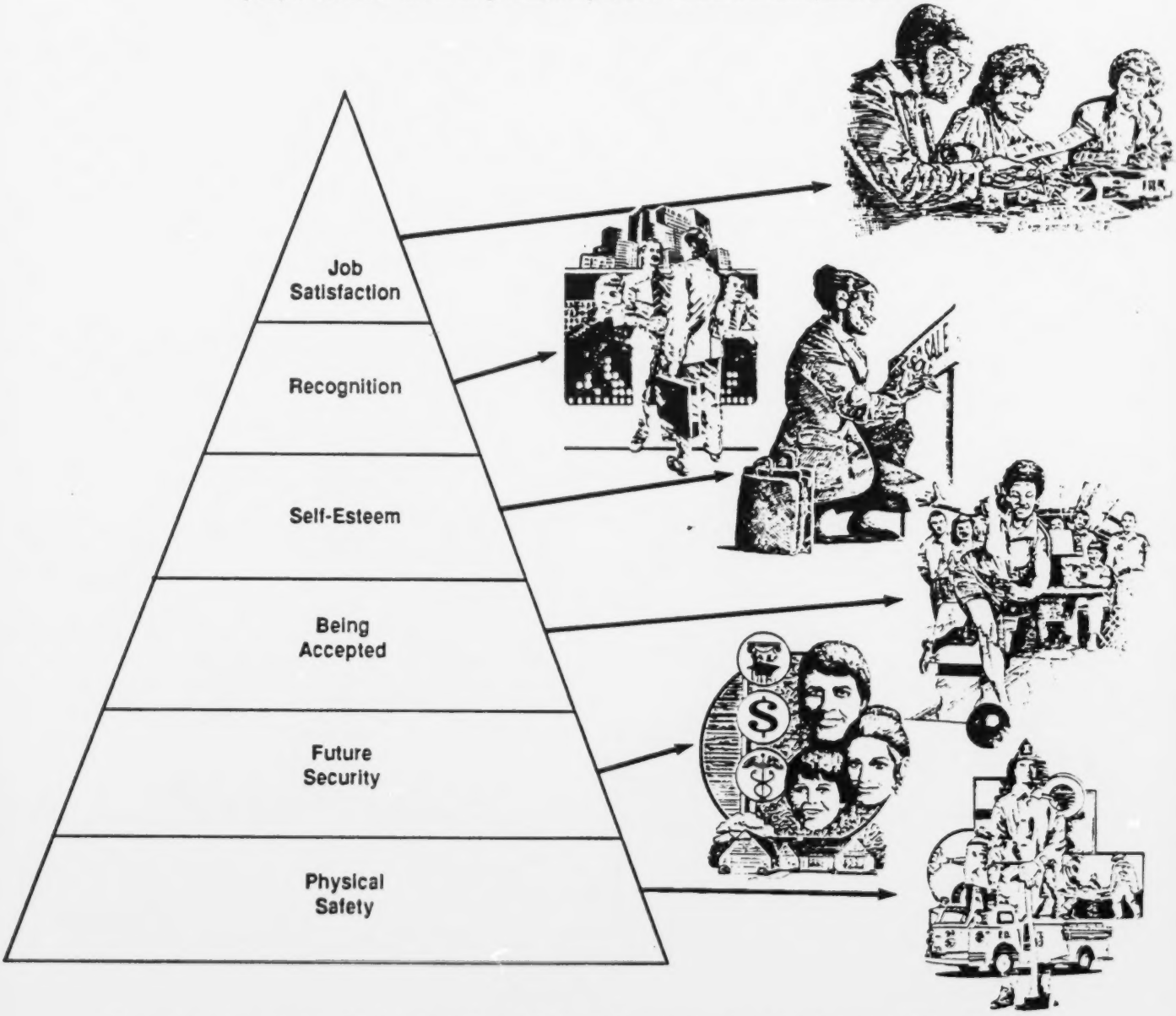
ACCESS 3rd Job Interview Situation

Directions: Look at the situations on this page. Notice the basic human needs and values people consider when they select a process to solve a workplace problem.



Question: How do you think your and other's basic human needs and values would be affected by the process you just said you would use to solve a workplace problem?

Answer: (Speak directly into the microphone. You have 1 minute and 30 seconds to answer)

Stop. This Is The End Of The Test. Close Your Test Booklet Now.

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ACCESS Test:Examiner/Evaluator/Rater's Directions

Before the Test

Step 1: Gather your testing materials, for example, 30 ACCESS Tests and 30 blank, 30 minute tape cassettes with labels for identification purposes.

Step 2: Check the master recording of the test before conducting the test. Check all of the language lab listening stations to make sure the equipment is in working order. Ask a language lab technician to assist you or draw out a step by step diagram with the process you will use to operate the master programming console.

During the Test

Step 1: On the day of the test: Provide the examinee's with a copy of the test, a blank cassette, and a pencil. Instruct them to write their name and identification number on Side A of the cassette. Make sure all cassettes have been placed into the player with Side A face up. Make sure all players are on.

Step 2: Read the "General Directions"(on the first page of the examinee's test) to the students. Give additional examples of why the test might be helpful to you and to the students. Emphasize that this is a hypothetical job interview and that they can imagine or make believe it is a real-life situation. Make sure they know that their listeners will be evaluating them by how clearly they make themselves understood when they interact in English speaking job interviewing situations.

Step 3: Tell the students to listen for the directions on the tape and to answer the questions as directed. Tell them to put on their headsets and make sure the microphone is turned toward their mouth. Remind them not to adjust the equipment once the test has started!

Step 4: Start the master tape. It will run approximately 6 minutes.

Step 5: Rewind the tapes to the starting position. Make sure the students' identification are on Side A. Gather the tapes and ACCESS Tests.

After the Test

Step 1: Conduct an inter-rater student response norming session by providing samples of the examinee's recorded responses, ACCESS Evaluation forms, standards/criteria, and pencils for each rater to practice with.

Step 2: Make sure you have a tape recorder to play the responses for the raters to hear. Also, make sure you have an overhead projector to display the standards/criteria as the raters are listening to the responses and practicing with the evaluation form.

Step 3: After each rater has rated a representative "Restricted" or "At-Risk" response, play a representative "Functional" , "Proficient" or "Effective" response so that all of the evaluators will have an opportunity to practice rating various ranges of communication competence using the ACCESS Evaluation form and referring to the standards/criteria.

Step 4: Raters will then tell each other how they rated each competency for the first response heard and reach a consensus on what the appropriate score should be(given the needs of multicultural at-risk student, the instructor, and the institution's goals).

Step 5: Raters will go through the same consensus reaching process for the second response heard and ask for clarification from the trainer in case a consensus can't be reached. The trainer should be familiar with the multicultural communication process shown in the model on page as well as the Seven Multicultural Speaking Competencies and their Standards/Criteria for Evaluation, listed in Table 5.

Step 6: After the raters feel they are competent multicultural communication evaluators, they can divide the taped responses, listen on their own tape recorders wherever they choose to listen, evaluate with the ACCESS Evaluation forms, and return the taped responses, and completed rating sheets/evaluation forms to the test coordinator.

Figure 1

ACCESS:Assessment of Communication Competency and English Speaking Skills

Seven Multicultural Speaking Competencies and Standard/Criteria for Evaluation

Competency One: States purpose and focus of response in a manner appropriate to the immediate context.

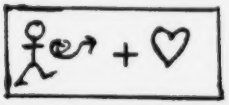
RATING	SKILLS DEMONSTRATED
+5=Effective +4=Proficient +3=Functional +2=At Risk +1=Restricted	The speaker (a) paraphrases other's general purpose for the interaction, (b) highlights other's main idea for initiating the interaction, (c)uses owned language to disclose information about personal qualifications, (d) narrows focus of response to questions asked and (e) narrows focus of response to directions given in the specific situation.

Competency Two: Uses an organizational pattern appropriate to the immediate context.

RATING	SKILLS DEMONSTRATED
5=Effective +4=Proficient +3=Functional +2=At Risk +1=Restricted	The speaker (a) uses behavioral description to paraphrase how directions are to be followed (b) provides a logical progression between and within ideas (c) gives information about specific conditions or proccedures (d) highlights the crucial ideas about instructions or directions to be followed and (e) summarizes and restates how the information provided is relevant to the purpose of the interaction.

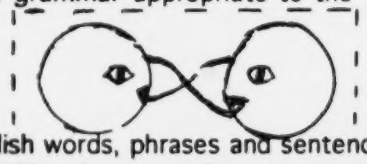
Figure 2

Competency Three: Provides specific **examples** appropriate to the immediate context



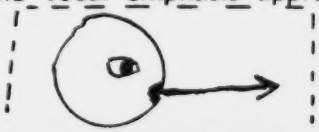
RATING	SKILLS DEMONSTRATED
+5=Effective	The speaker (a) uses **behavioral description** to disclose a condition or **report** an occurrence in chronological/narrative order (b) **describes a condition** by providing background information about time, place and relationship of participants in the condition or occurrence (c) **defines** technical **terms** such as titles of participants, significant numbers, procedures, processes, systems, equipment and/or materials (d) uses **perception checking** to report other's opinion about the condition or occurrence and (e) uses owned language to **express an opinion** about the condition or occurrence.
+4=Proficient	
+3=Functional	
+2=At Risk	
+1=Restricted	

Competency Four: Adapts **vocabulary and grammar** appropriate to the immediate context.



RATING	SKILLS DEMONSTRATED
+5=Effective	The speaker **speaks English** words, phrases and sentences (b) provides **accurate and precise** words, phrases and sentences specifically linked to directions given and questions asked (c) uses meaningful **continuity** of tenses, genders, articles and prepositions (d) operationalizes concepts through use of familiar, concrete, **vivid** words and **details** that make examples relevant to the other's field of experience and (e) uses words and examples that **avoid vague terms** by being free of jargon, cliches, over-generalizations, stereotypes and prejudice.
+4=Proficient	
+3=Functional	
+2=At Risk	
+1=Restricted	

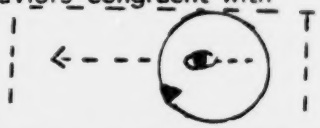
Competency Five: Uses **pronunciation and vocal emphasis** appropriate the immediate context.



RATING	SKILLS DEMONSTRATED
+5=Effective	The speaker (a) is easily **heard and encodes** message from own linguistic and cultural background to other's linguistic and cultural background (b) avoids semantic interference by using **standard vowel** and **consonant sounds** when pronouncing in English (c) **explicitly articulates** past and progressive tenses, plural, possesive and third person singular endings (d) stresses **syllables to convey exact meaning** of crucial words and (e) uses vocal rhythm and intonation to **communicate the function and intention of the message**.
+4=Proficient	
+3=Functional	
+2=At Risk	
+1=Restricted	

Figure 3

Competency Six: Demonstrates nonverbal behaviors congruent with the aural/visual prompt.



RATING	SKILLS DEMONSTRATED
+5=Effective	The speaker attentively (a) **responds** to directions or questions with specific **oral** examples **corresponding** to **aural** prompts (b) **clarifies** responses to directions or questions with specific examples of **attitude corresponding with visual prompts** (c) **discloses perception** process by explaining how message was decoded before responding (d) uses paralinguistics to **reinforce own value** about aural/visual message and (e) **avoids distractive verbal/nonverbal behaviors** such as adjusting microphone, tapping equipment, chewing, sighing, humming, giggling or laughing.
+4=Proficient	
+3=Functional	
+2=At Risk	
+1=Restricted	

Competency Seven: Responds in an appropriate manner within the **time allotted** for the interaction.

Rating	SKILLS DEMONSTRATED
+5=Effective	The speaker (a) **avoids vocal pauses** such as "you know," "okay," "well..ah," "er," "like..ah," and "em..ah" (b) **avoids extensive and non-pertinent responses**, (c) **avoids** giving brief, **abrupt** one-word answers (d) **avoids** using **fallacious reasoning process** and (e) **sufficiently balances use of time for each response**, as related to purpose of question or directions given.
+4=Proficient	
+3=Functional	
+2=At Risk	
+1=Restricted	

Competency Level	Placement Recommendation
105-95=Effective	__Group Communication, Public Speaking, Argumentaion
94-84=Proficient	__Interpersonal Communication, Intercultural Communication
83-73=Functional	__Hybrid/Survey Principles of Speech Communication
72-60=At Risk	__Pre-Basic Skills:Vocational, Multicultural Communication
59-0=Restricted	__ Pre-Basic Skills:ESL Oral Communication, Pronunciation

Part II:Facilitation of Multicultural Oral Communication Classroom Interactions

Designing Multicultural Oral Communication Interactions

Although a few prophetic speech communication educators have recommended that speech professionals should play a more significant role in teaching students from nontraditional backgrounds such as speakers of English as a second Language (Quiros, 1947) and that speech teachers that teach ESL students should use a, "language-learning approach rather than a speech therapy approach (Stevens, Bronstein, & Wong,1962), very little had been done to accept their challenge, until the communication competence concept began to take hold in the speech field's conscience. When the SCA adopted criteria for the evaluation of minimum speaking and listening skills, recommending that the skills be (1) functional, (2) educational and ,(3) general (i.e., needed by students from all regional, economic, and cultural origins), (Bassett, Whittington, & Spicer, 1978) the author assumed that the communication competence paradigm would serve as a framework for developing speech performance curricula for non-native speakers of English, bicultural communicators and other non-traditional students falling into the "subculture" category. It didn't move in that direction until the "At-Risk" student concept came along and now, it seems there may be an opportunity to pool the limited curriculum design knowledge we have about ESL speech and AT-Risk student speech with the fifteen years of experience we have identifying communication competence.

In his paper, "Fits And Starts:The Impact Of The Communication Competence Movement On Public Education," presented at the SCA Convention in Atlanta last year, Phil Backlund noted that, "We have made some progress, but not enough." He listed four reasons for our lack of progress, "First, we need a description of what kind of support there is for communication competence as a part of public education. Second, we need to examine what we are doing and to

judge its sufficiency. Third, if we find our efforts insufficient (and I believe they are), we need to search for reasons why. Last, we need to examine some suggestions on what might be done to increase our rate of progress," (Backlund, 1991). His advice seems familiar to this writer who authored,"The Development of an English as a Second Language Functional Communication Curriculum Guide for the Post-Secondary Level," under the direction of Marcella Oberle, Joseph Aurbach, and Beverly Lusty Hendricks (Flores, 1979). The 236 page project thesis is grounded on the four points Dr. Backlund describes. By adhering to this process of facilitating communication competence instruction in public schools, the writer has served as an ESL speech communication and a multicultural communication consultant for educational, business, industrial, religious, and community advocacy purposes from 1966, in the wake of the L.A. Watts riots to the present wake of the South Central L.A. Rodney King police brutality decision riots. Dr. Backlund's suggestion that we examine what might be done to increase our rate of progress can best be judged by our students' rate of empowerment. Across the nation, the once minority "subculture" student population is rapidly becoming the majority and those students can ask for empowerment through violent verbal and nonverbal communication or they can ask for it through competent, collaborative, nonviolent verbal and nonverbal communication. My task, for this workshop, is to provide you with some multicultural communication intervention strategies you can use in assisting at-risk monocultural and bicultural speech students to start empowering themselves so we can ," All get along," (as Rodney King has suggested).

Multicultural communication facilitation is an intervention process speech instructors can teach students to become aware of, practice, demonstrate and evaluate by giving and receiving constructive feedback. "Using intervention strategies in basic-course instruction assists students to develop specific steps relevant to communication problems. Students receive instruction in how to approach problems systematically. They can learn to analyze communications and set goals. They develop and practice a systematic sequence designed to break the

problem into components, lay the components out with increasing levels of difficulty, and then put these into practice until the entire complex is learned and their problem is mastered," (R.L. Weaver II, S.L. Wenzlaff, & H.W. Cotrell, 1991).

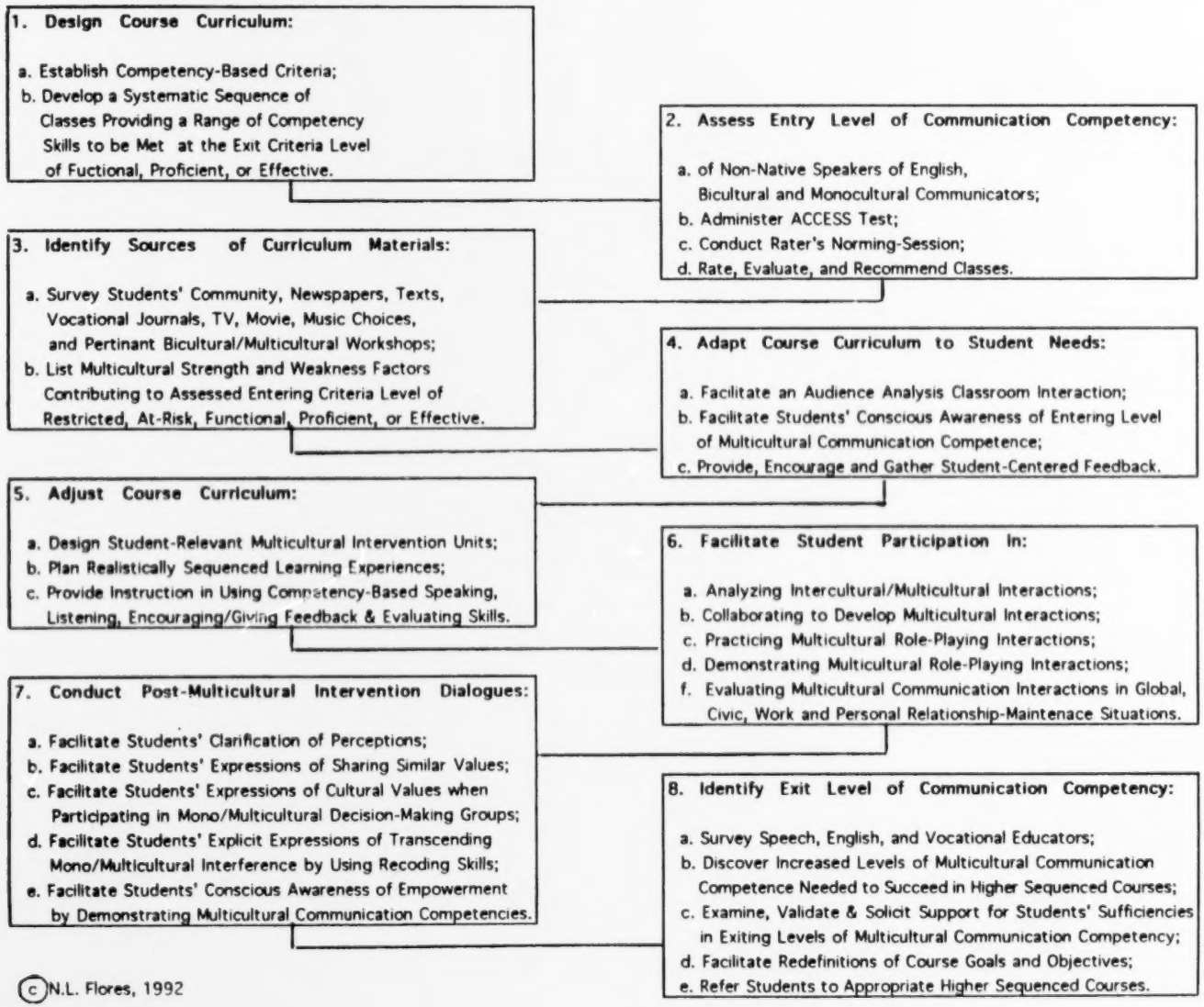
This intervention process provides both students and teachers with feedback in a systematic manner as is illustrated in Figure 4, The MCCIF:Multicultural Communication Competency Intervention Feedback model (Flores, 1992). The model can be used to facilitate the acquisition of multicultural communication competency skills and English as a second language skills simultaneously, since it's based on a dynamic process of transversing human needs across time, environment and cultural values of interactants. The MCCIF teaching-learning model enables both student and teacher:(a) to establish collaborative interactions among persons of differing backgrounds, (b) and develop a repertoire of multicultural communication competencies, (c) for the purpose of maintaining global, civic, work and personal relationships, (d) through verbal and nonverbal communication that facilitates tolerance and transcends cultural barriers, (e) in ways that result in the observable demonstration of the following series of competency-based multicultural communication behaviors:

1. clarification of perceptions;
2. appreciation of similar values;
3. active participation in monocultural-multicultural decision making processes and;
4. reconciliation of cultural differences.

In other words, the multicultural communication competency features students are supposed to learn serve as a framework for that learning process. Furthermore, the MCCIF model allows for dynamic democratic communication to occur between the instructor and students. This encourages greater multicultural at-risk student participation in curriculum adjustments. It also empowers students to clarify any misunderstandings they might have concerning the program's processes, curriculum's materials, procedures or equitability of their evaluations.

Figure 4

MCCIF:Multicultural Communication Competency Intervention Feedback Model


1. Design Course Curriculum:
a. Establish Competency-Based Criteria;
b. Develop a Systematic Sequence of Classes Providing a Range of Competency Skills to be Met at the Exit Criteria Level of Fuctional, Proficient, or Effective.
2. Assess Entry Level of Communication Competency:
a. of Non-Native Speakers of English, Bicultural and Monocultural Communicators;
b. Administer ACCESS Test;
c. Conduct Rater's Norming-Session;
d. Rate, Evaluate, and Recommend Classes.
3. Identify Sources of Curriculum Materials:
a. Survey Students' Community, Newspapers, Texts, Vocational Journals, TV, Movie, Music Choices, and Pertinant Bicultural/Multicultural Workshops;
b. List Multicultural Strength and Weakness Factors Contributing to Assessed Entering Criteria Level of Restricted, At-Risk, Functional, Proficient, or Effective.
4. Adapt Course Curriculum to Student Needs:
a. Facilitate an Audience Analysis Classroom Interaction;
b. Facilitate Students' Conscious Awareness of Entering Level of Multicultural Communication Competence;
c. Provide, Encourage and Gather Student-Centered Feedback.
5. Adjust Course Curriculum:
a. Design Student-Relevant Multicultural Intervention Units;
b. Plan Realistically Sequenced Learning Experiences;
c. Provide Instruction in Using Competency-Based Speaking, Listening, Encouraging/Giving Feedback & Evaluating Skills.
6. Facilitate Student Participation In:
a. Analyzing Intercultural/Multicultural Interactions;
b. Collaborating to Develop Multicultural Interactions;
c. Practicing Multicultural Role-Playing Interactions;
d. Demonstrating Multicultural Role-Playing Interactions;
f. Evaluating Multicultural Communication Interactions in Global, Civic, Work and Personal Relationship-Maintenace Situations.
7. Conduct Post-Multicultural Intervention Dialogues:
a. Facilitate Students' Clarification of Perceptions;
b. Facilitate Students' Expressions of Sharing Similar Values;
c. Facilitate Students' Expressions of Cultural Values when Participating in Mono/Multicultural Decision-Making Groups;
d. Facilitate Students' Explicit Expressions of Transcending Mono/Multicultural Interference by Using Recoding Skills;
e. Facilitate Students' Conscious Awareness of Empowerment by Demonstrating Multicultural Communication Competencies.
8. Identify Exit Level of Communication Competency:
a. Survey Speech, English, and Vocational Educators;
b. Discover Increased Levels of Multicultural Communication Competence Needed to Succeed in Higher Sequenced Courses;
c. Examine, Validate & Solicit Support for Students' Sufficiencies in Exiting Levels of Multicultural Communication Competency;
d. Facilitate Redefinitions of Course Goals and Objectives;
e. Refer Students to Appropriate Higher Sequenced Courses.

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